

**Texas Education Agency
Standard Application System (SAS)**

COPY

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	Place date stamp here. <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2016 MAR 29 PM 12:36 Document Control Center </div>
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Robstown Independent School District	178909		
Vendor ID #	ESC Region #	DUNS #	
	2	084828995	
Mailing address	City	State	ZIP Code
801 North First St	Robstown	TX	78380

Primary Contact

First name	M.I.	Last name	Title
Maria		Viduarri	Superintendent
Telephone #	Email address		FAX #
361-767-6311	Maria.Vidaurri@robstownisd.org		361-387-6311

Secondary Contact

First name	M.I.	Last name	Title
Daniel		Ceballos	Assistant Superintendent
Telephone #	Email address		FAX #
361-767-6311	Daniel.Ceballos@robstownisd.org		361-387-6311

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Maria		Viduarri	Superintendent
Telephone #	Email address		FAX #
361-767-6311	Maria.Vidaurri@robstownisd.org		361-387-6311
Signature (blue ink preferred)		Date signed	

Maria M. Vidaurri
Only the legally responsible party may sign this application.

March 28, 2016

701-16-102-097

Schedule #1—General Information (cont.)

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	N/A	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD): N/A	End date (MM/DD): N/A
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input type="checkbox"/> N/A	No: <input type="checkbox"/> N/A

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By TEA staff person:

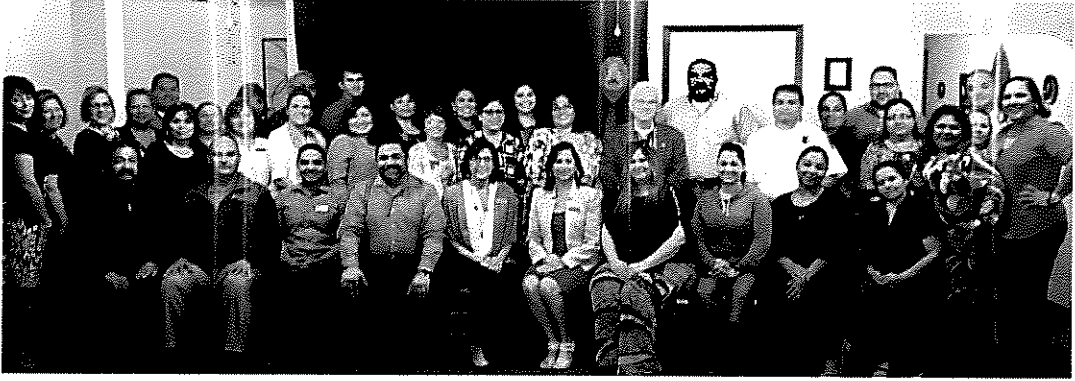
Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements (See Appendix A)	<p>Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach.</p> <p><i>RISD invited all current and future district partners to a special collaborative lunch meeting where the design, involvement and sustainability of the 21st CCLC (Cycle 9) was discussed and secured. Written agreements were generated and signed to indicate a commitment as a council representative of the designated campus and to absorb some programming costs once the grant terminated in year 3. All Memorandums of Understandings are in Appendix A.</i> For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations. RISD ACE Design Team.</p> 

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Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances requirements</u> .

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for school wide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 178909

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount N/A
	County-District Name	N/A	Email address N/A	
Member Districts				
2.	N/A			
3.				
4.				
5.				
6.				
7.				
8.				

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Robstown with a population of 12,836 of which 93% are Hispanic or Latino is a city in Nueces County, Texas, and a western suburb of Corpus Christi. Robstown's need for the program is found in its impoverished 3,644 households, and 3,039 families residing in the city with less than 12% reaching a Bachelor's degree (2010, Census). The median income for a household in the city is \$22,774, and the median income for a family is \$25,576. The per capita income for the city was \$8,736 as compared to \$26,964 for the US. The following elements are unique to both ACE and Public Schools as RISD is first to apply the **American Dream School Model** that helps develop National Blue Ribbon Awards. Since Hispanics are the largest uneducated minority group in America with a cumulative degree attainment of only 19.4% as compared to Blacks at 28.7% and Whites at 41.9% (US Census, 2010), the American Dream has failed to materialize for many Hispanic full time salary workers who earn the lowest of all median weekly incomes in all race categories (US Dept of Labor, June 2010). **Afterschool Centers on Education (ACE)** will embrace the following myriad of effective cohesive ACE educational goals, strategies and resources to spur higher educational success;

- ✓ District-wide cultural and collegiate tours to local, state and national campuses
- ✓ District-wide comprehensive and sequential college completion and parent training workshops
- ✓ Year round youth workforce experience and job skills training for all secondary students
- ✓ One-to-one technology solutions for synced school to home learning bypassing the need for internet connection
- ✓ Community cloud for a wide range of family resources, videos, e-books and bilingual education
- ✓ Guaranteed college financing support for all graduates not just top or low income students
- ✓ K-12 after school services for technology, wellness, mentoring, tutoring, fine arts, chess and sports
- ✓ Comprehensive mentoring with teachers, college students, alumni graduates and model RISD students
- ✓ Credited college courses utilizing dual, con-current and distance learning partnerships with local colleges
- ✓ Sustainable elements with parent, community and school funds coordinated with RISD resources and new grants
- ✓ Leadership Development to include engaged student, parent and business councils for effective feedback
- ✓ Community support for Family Honor Code targeting Maslow's Transcendence need for service learning
- ✓ College Outreach support to include designated work-study students with a centralized RISD Go Center
- ✓ K-12 summer camps with bridge programs at local colleges to enhance Early College High School (ECHS) credits
- ✓ Master Educators that are well trained in poverty, parent engagement, mentoring and role modeling
- ✓ Year round tutoring to include after school, summer and late night hours to include online chalkboards
- ✓ Community Service projects for campus edifications, community cleanup, parks and business support
- ✓ Adult courses to include ESL, GED, Computers, Parenting, and Wellness for entire campus community

Robstown Independent School District (RISD) will follow the **Critical Success Model** developed by the TEA Blueprint for an effective afterschool program to implement programming with intentionality that is grounded in research based strategies in order to improve (1) Academic Performance, (2) School Day Attendance, (3) Positive Behavior, (4) Grade Promotion Rates, and Graduation Rates. ACE Goals for 1,092 RISD students include:

1. **Academic Performance:** ACE will provide embedded learning activities that make learning engaging, fun and different from regular school days. This will include tutoring, home work assistance, college mentoring, remedial development, and grade and credit recovery. Embedded STEM learning classes such as Cooking, Robotics, Rocketry, LEGOs, Architecture, Journalism, Business, Horticulture, College Prep and summer Career Cluster Camps. In fact, studies have shown that, when young people attend high quality programs on a regular basis, improvement occurs in a variety of academic outcomes, including attendance, discipline referrals, achievement tests, and grades (Auger, Pierce, & Vandell, 2013; Kauh, 2011; Miller, 2003; Naftzger, Manzeske, Nistler, & Swanlund, 2013).
2. **School Day Attendance:** ACE will infuse motivational enrichment and learning through activities such as Chess, Dance, Teen Chats, Crafts, Art, Drama, Music, Community Service Learning (CSL), Career Planning, Workforce development, College prep and activities that provide positive social, cultural, recreational, interpersonal skills, and

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

health and wellness experiences to enrich and expand an understanding of life outside of poverty.

3. **Positive Behavior:** ACE will ensure an American Dream Model to infuse positive educational behavior for a successful college and career. Family services will include support for wellness, life and parenting activities for college readiness participation. After school programs can have an effect on social and emotional outcomes as well, particularly when the programs are focused explicitly on developing those skills (Durlak & Weissberg, 2007).
4. **Grade Promotion Rates:** ACE will not only target grade promotion rates with College and Career preparation activities to provide grade promotion mentors, college readiness workshops, Wall of Fame, Alumni Support, Positive Peer Pressure (PPP) and Positive Behavioral Intervention Strategies (PBIS) . Significant yearly academic differences were found in non-ace students indicating positive support in grade promotions (Ramirez, 2014)

CSF**Summary of Gaps, Barriers and Weakness to be addressed by ACE**

Academics	RISD will improve student achievement with STAAR Met or Exceeded Standard All Grades includes: Reading from 6% to 17% (state at 17%) passing with new tech programs; Mathematics from 12% to 20% (state at 20%) accelerated ACE and summer programs for students; Science scores 4% to state rate of 16% and Social Studies from 5% to 19% State scores with increase in attendance and participation at these grade levels all STAAR data with new ACE program; Writing scores will improve with new PD and ACE strategies with Master Teacher, ESC workshops plus new ACE college labs.
Data to Drive Instruction	Improve Teacher Technology Targets with STaR Chart ; Improve Teacher Observations for Highest Teaching Elements (Synthesis/Evaluation) on PDAS for campus average of 35%; Improve Quality Professional Learning Opportunity by adding ACE workshops; Improve Teacher attendance and Student Attendance; Improve STAAR data plan with DMAC/AEIS and achieve an Exemplary Rating in all 4 Required TEA Indices; Improve the use of Standardized Test Reviews; Improve Tutorials for At-Risk/ Low Performing students with Research based online SES tutoring with Brainfuse.
Leadership	Attend Quality National and State ACE Conference ; Attend ESC ACE workshops (Lead4Forward); Provide Leadership Mentoring with one on one HQ Mentor; Target RISD Leadership Exceeds Competencies with RISD Leadership PDAS Evaluation; Provide Distributed Leadership Training Workshops and Provide a comprehensive school wide PD program such as Master Teacher to guide leader toward campus teamwork. Develop Professional Development Teams to help campus with long term campus solutions and sustainability of ACE programming.
Learning Time	Align with ACE program and Brainfuse for targeting extended Learning Time with flexible schedules for Core Courses ; Provide extra-curricular clubs with Teacher incentives and stipends; Provide Before School and summer school support with ACE labs; Provide community events to engage ACE academic and social support to include health related problems such as diabetes and obesity; Provide Technology Support with tech labs with Technology College Coaches; Provide Saturday cultural festivity events for parents and students; Provide Adult Education to provide ESL, GED, Technology and Parenting skills.
Parent Community	Increase parent communication with technology and family education ; Create STEMS CSL projects like Wind Technology, Ag, Solar and biology with Del Mar College and TX A&M CC. Increase Partnerships for ACE student incentives; Increase parent workshops for Cyber Space Safe Parent, bullying, gang and Teen support workshops to keep parents updated on student safety issues. Create monthly ACE Training for parents to learn College and Career Completion Strategies.
School Climate	Increase School Pride with new student clubs and motivational college tours ; Provide Field Exploratory Trips in STEMS; Provide online support for parents for student homework support; Provide Grade level College tours; Increase college mentors and male role models; Provide new College and Career Events; Provide community support with food, clothes and school supplies center. Track progress of college Degree attainments and advertise graduates in newspapers. Create awards for all graduates.
Teaching Quality	RISD has lower salaries for teachers with less than 5 years of experience attracting less quality teachers, therefore ACE will provide a Master Teacher comprehensive PD Services to increase online and onsite PD for immediate ACE support & intervention; Increase Technology Usage with new Cloud and tablet devices to align all RISD curricula on a an interactive cloud for student usage.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$840,970		\$840,970
Schedule #8	Professional and Contracted Services (6200)	6200	\$325,245	\$21,000	\$346,245
Schedule #9	Supplies and Materials (6300)	6300	\$117,400		\$117,400
Schedule #10	Other Operating Costs (6400)	6400	\$73,328		\$73,328
Schedule #11	Capital Outlay (6600)	6600	0		0
	Consolidate Administrative Funds			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,377,853	\$29,211	\$1,374,503
2.88% indirect costs (see note):			N/A	\$39,682	\$39,682
Grand total of budgeted costs (add all entries in each column):			\$1,345,968	\$68,893	\$1,446,746

Shared Services Arrangement				
6493	Payments to member districts of shared services arrangements	\$	\$	

Administrative Cost Calculation	
Enter the total grant amount requested:	\$1,377,853
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$68,893

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration (RISD 10%-50% Inkind)				
4	Project director (required)	1		\$55,000
5	Site coordinator (required)	7		\$260,000
6	Family engagement specialist (required)	1		\$50,000
7	Secretary/administrative assistant	1		\$18,000
8	Data entry clerk			
9	Grant accountant/bookkeeper			
10	Evaluator/evaluation specialist			
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$383,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		
24	6119	Professional staff extra-duty pay (\$2,000/semester for 10/teachers per 6 sites)		\$360,000
25	6121	Support staff extra-duty pay		
26	6140	Employee benefits (19% for FTE, 7% for Stipends)		\$97,970
27	61XX	Tuition remission (IHEs only)		
28	Subtotal substitute, extra-duty, benefits costs			\$457,970
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$840,970

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 178909		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Evaluator (\$3,000 per site as Admin cost as per TEA guidelines)	21,000
2	ACE Teachers (Avg. \$15,000/site)	102,080
3	DMCC 3-5th College days @ 4 sites @ \$5,250/site)	21,000
4	DMCC College Days MS	1,500
5	TAMUK College Days HS	12,000
6	E2020 Credit Recovery	8,000
7	College Prep (ACT/SAT) Accuplacer	5,000
8	DMCC MS Tech Prep THEA	6,000
9	BrainFuse Online Tutoring (\$1,000-\$4,000/site @ \$25/hr. online tutoring)	19,000
10	Communities In Schools (Mentors)	36,000
12	Boys and Girls Connection	20,000
13	ESC 1 STEM PD for ACE Staff	40,590
15	Adult Literacy (\$4,867/site)	34,075
16	Cloud Collaboration PD	13,000
17	Copier Service (\$1,000/site: \$500/semester)	7,000
b. Subtotal of professional and contracted services:		\$ 346,245
c. Remaining 6200—Professional and contracted services that do not require specific approval:		0
(Sum of lines a, b, and c) Grand total		\$ 346,245

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 178909		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$117,400
Grand total:		\$117,400

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

ACE Supplies and Materials includes(*not Capitalized*):

Administrative Supplies

Coordinator Office Supplies

Instructional Teaching Supplies

Sport/Fine Arts/enrichment Supplies

II. COMPUTER HARDWARE (*not Capitalized*)

Director desktop Comp

Coordinator Computers

III. COMPUTER SOFTWARE (*not Capitalized*)

A+ Credit Recovery Software

IV. OTHER EQUIPMENT NOT CAPITALIZED

Laser printer

Scanner

Digital Video Editing Kits (Digital Vid Camera, Capture cards and Software)

Projectors

V. SUPPLIES FOR MAINTENANCE

Special Events (Monthly forums, internal training)

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 178909		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form. As required by TEA guidelines for ACE PD training.	\$ 4,478 (Dir.) \$24,885 (staff)
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose: Special conference resources for students and parents	\$875
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines. All trips allowed as they are college tours assigned with both career and college preparations.	\$ 43,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$ 73,328

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 178909

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	30	1%	Attendance rate	93.8%
Hispanic	2798	97%	Annual dropout rate (Gr 9-12)	3.3%
White	49	1.7%	Students taking the ACT and/or SAT	50.3%
Asian	0	0%	Average SAT score (number value, not a percentage)	*
Economically disadvantaged	2,255	78.2%	Average ACT score (number value, not a percentage)	16.9
Limited English proficient (LEP)	124	4.2%	Students classified as "at risk" per Texas Education Code §29.081(d)	66.7%
Disciplinary placements	92	2.8%		

Comments

District/ 2015 Indexes*

Campus Name	Number	Accountability Rating	Index	1	2	3	4	Num Met of Num Eval
ROBSTOWN H S 001		Met Standard		Y	Y	Y	Y	0 of 7
SALAZAR CROSSROADS ACADEMY 005		Met Alternative Std		Y	Y			0 of 0
SEALE J H 041		Met Standard		N	Y	Y	Y	1 of 7
SOLOMON P ORTIZ INT 042		Met Standard		Y	Y	Y	Y	0 of 5
SAN PEDRO EL 101		Met Standard		N	Y	Y	Y	0 of 4
LOTSPEICH EL 103		Met Standard		Y	N	Y	Y	3 of 4
ROBERT DRISCOLL JR EL 105		Met Standard		Y	Y	Y	Y	0 of 4

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	3	0%	No degree	3	1.4%
Hispanic	170.6	82.2%	Bachelor's degree	160.1	77.2%
White	36	17.3%	Master's degree	44.4	21.4%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	51	24.6%	Avg. salary, 1-5 years exp.	\$37,692	N/A
6-10 years exp.	32.7	15.8%	Avg. salary, 6-10 years exp.	\$41,515	N/A
11-20 years exp.	43.3	20.9%	Avg. salary, 11-20 years exp.	\$49,291	N/A
Over 20 years exp.	64.5	31.1%	Avg. salary, over 20 years exp.	\$56,132	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	120	120	120	120	120	75	75	50	50	50	50	25	25	92	1092
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
*TOTAL:	120	120	120	120	120	75	75	50	50	50	50	25	25	92	1092

***Less than 3%** of Coastal Bend economically disadvantaged students graduate with a BA/BS after 6 years of graduating from high school much less for graduate and doctorate work. A problem that will be the upmost challenge for ACE is to create a higher vision for students and to work closely with parents to begin preparing students for both College and Career Completion (Texas Higher Education Coordinating Data for 2012 Graduates). No families are yet to experience a true college going ACE process with college tours at RISD. Solutions will be included in ACE to retain and prepare grads for post secondary success. *RISD has 1/3 of teachers with less than 5 years of experience with the average starting RISD salary for teachers with 1-5 yrs of experience is \$37,692 as compared to the state's pay rate of \$46,575 (\$8,883 less). ACE will allow for competitive hiring and retention within the Coastal Bend Area and will include stipends for teachers to help ACE in Professional Development teams in all 4 CSF areas. ACE will assist RISD as the shortage of teachers flock to the bigger higher paying surrounding cities with less at risk students. The stipend will be a new way to counter ACE sustainability and make afterschool a model for extended learning opportunities and extended day instruction.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RISD conducted a comprehensive 21st CCLC Campus Needs Assessment (CNA) process to identify the priority needs and service gaps of students, families, and the campus. Campuses also did resource planning for specific classes, teachers and resources currently available for ACE utilizing the required program planning forms as a guide to anticipated services and needs. Disaggregated STAAR data and Campus Improvement Plans (CIP) were analyzed to create responsive and customized academic and enrichment courses that would benefit key student groups. RISD met with Site Based Decision Making Teams (SBDM); community design team meetings and held a final community awareness planning meeting to ensure that all community members had a chance to review the design of the grant and to establish memorandums of agreements. Each campus used an ACE CNA Inventory **Blueprint (Appendix 4)**.

- **Step Process One: Identify the Purpose and Outcomes** - The Superintendent assembled a team to initiate the CNA development process at RISD. Staff, parents, students and school community members were all invited via email and phone calls to participate in the CNA development. The committed participants to the team were asked to bring the latest data sets pertinent to their position which reflected deficiencies. A set agenda dictated the course of the CNA which was led by the Superintendent. Quality and experienced ACE external consultants were included to guide toward an effective design that will meet the goals and objectives of the ACE grant requirements.
- **Step Process Two: Establish Committees for Each CNA Area** – Committees were formed to examine ACE 4 CSF Behaviors, Performance Indicators, Milestones, and Indicator Measures. Each principal selected campus leaders to facilitate A.) CNA, B.) Strategies for Outreach and Community Involvement, C.) Program Strategies and Activities from Promising ACE practices. These findings were later shared (Step Four) with the Community.
- **Step Process Three: Determine Types of Data Sources to examine** – RISD outcomes and responses were reviewed for which particular items require data based measures. Because campus staff was asked to bring the latest data sets pertinent to their position to the meeting, data sources were able to be reviewed on the spot. A list of data sources not available at the meeting was created and the missing sources were then assigned for retrieval to corresponding staff members. The data sources identified in *Part 1: CNA Section B* specifically match's data sets required for the CNA within its corresponding CNA Areas of Focus (see chart below).
- **Step Process Four: Determine Areas of Priority and Summarize Needs** – During Step Two, groups were asked to brainstorm and to chart their responses. In this Step, the small groups were asked to settle their findings by consolidating similar notions and then asked to identify the top three needs in their respective area of focus; these findings were presented to the larger group. Large group discussion of the findings led to the development of a prioritization of campus/district needs with allocated budget amounts. All MOU's were approved.
- **Step Process Five: Connect CNA to CIP and ACE Grant Guidelines** – Summaries of the findings were used in the development of this proposal and will be included in the upcoming CIP. The needs determined were assigned quantifiable descriptions when applicable (e.g., percentages, numbers) to describe the campus and the demographic makeup of the community. The strengths that the campus has in place were also described as to identify potential and modeling opportunity for weaker areas. ACE was developed and submitted to TEA.

CSF Key Areas of Focus	Specific Prioritized Needs
Student & Family Engagement	Increase parental support with ACE workforce trainings for school success
School Involvement	Increase campus grades, graduation rates, students leave prior to 12 th grade
High Needs Demographics	Improve Special Ed., LEP & Economically Disadvantaged subpopulations
College and Career Achievement	Increase Math and Writing <ESC ave. 0% SAT, College Credits, 28% Enroll
Retaining HQ & HE teachers	Implement ACE Stipend for sustainability; Filter and incentivize
Curricula & Instruction	Vertical and Horizontal Alignment via a campus cloud with TEKS alignment
School Alignment	CORE integration of STEMS, PD, CIP, ADS Training
Limited Technology for students	Instant classroom assessment; utilize 1:1 Device; Home to School Lessons

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	STAAR class (Academic Assistance)	Top Teachers: HQ/HE teachers providing cooperative and shared classes to avoid burnout Embedded Learning (EL): Reading, Writing, Math and Science infused by enrichment academics Project Based Learning (PBL): project based activities for group learning and showcasing work STEMS: Targeted Tech, Math and Science instructional activities with hands-on learning IEP Incentives: Individualized rewards will encourage performance on grades and state exams Learning Cloud: Access to RISD 24/7 student and parent curriculum without the need of the internet Adult Classes: Creating ESL, GED and Computer classes for adults will inspire students
2.	Enrichment Programs (Sports and Fine Arts)	Cool Place: Creative activities, caring staff with fun enrichment and student outlet for learning Motivation: Great attendees will get treats and drawings for prizes donated by community Parent Connection: Ongoing communication with parents/guardians to discuss attendance issues Bilingual Staff: Staff with English/Spanish speaking abilities will help large Hispanic population Home Visits: Home visits will be conducted to meet with absentee participants in their homes. College Tours: College Tour participation will be based on ACE attendance and performance Summer Camps: Summer Camps, and Career Field Trips will be reserved for active students Potluck Days: Special days will be created to give students their respective games or treats
3.	Parents as Partners Programs (American Dream School Family Services)	IEP: Individualized Educational Plans will address behaviors and home life issues Personal responsibility: Students will develop personal responsibility to avoid victim mentality Clear Rules: Posted clear and consistent rules with consequences and rewards will set culture Leadership: Visibility of school leaders and college mentors will enforce safe positive ACE climate Positive Behavioral Intervention Strategies: PBIS such as Peer Mediation and Ropes Challenges Goal Setting: 9 winning concepts that help make better decisions and assist with life adversities Positive Influences: Speakers and workers will instill a positive mindset and increase self esteem Hero Program: Fathers and men as campus guardians will roam the hallways on rotating schedule. American Dream School: Parent based support combined with academics will give parents compassion resources with hope on how to improve their financial status.
4.	Character Building	Mentoring Teachers: Master certified teachers will personally mentor 5-10 at-risk students Accelerated Instruction: ACE labs will provide grade, credit and homework recovery Dual enrollment: HS will be transformed into an Early College center for local and online credits Cloud Learning: CLOFT will provide 24/7 tutoring and bilingual curricula to rural homes for families Summer Learning: Summer remedial learning will increase promotion rates and state test scores Higher Expectations: College bound tours and culture will raise post secondary expectations. No Dropout Zone: Becoming a high school dropout will not be an option for ACE campuses Parent Workshops: Customized academic bilingual workshops will train parents on promotion, graduation, college and effective teen strategies to avoid common pitfalls.
5.	College and Career Readiness Programs	Grad Coach: Will build systems and processes for graduating students with lifelong learning skills. Secondary Focus: HQ/HE teachers will individualize learning to ensure post-secondary success. Role Models: successful professionals in the community will build both motivation and inspiration College Networks: Post secondary training, preparation and workshops will be given by partners. Flagging Problems: Student tracking for problems will recover students and provide intervention. School Rigor: Rigorous curricula will align with Cloud and college bound climate past graduation Recovery Academy: Failing 11 th or 12 th graders will attend special summer and weekend programs Graduation Prep: ACT/SAT, ACCUPLACER, college prep activities will help transition into IHE. Workforce Prep: Workforce training will help build both career planning and skills for real world

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Schedule #14—Management Plan

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Name: Maricela B. Pena (5 yrs ACE site coordinator and 3 yrs ACE Director). Key Qualifications: MS/MA Degree. Experience: Community Oriented, Similar background of target group, former ACE experience, educator, College networks, school Training, Adult Education Background, Technology Proficient. Certifications: ACE Training, Bilingual.
2.	Site Coordinators	Key Qualifications: MS Preferred; BA or BS required 2-4 Yrs. with after school programs, Teaching Background, Bilingual or Spanish Training. Experience: Community Oriented, Similar background of target group, former ACE experience, educator, College networks, school Training, Adult Education Background, Technology Proficient. Requested Certifications: Community Training, Bilingual
3.	Family Engagement Specialist	Name: Rey Moreno (M.ED. Principal, ACE Director). Key Qualifications: (2 yrs ASP site coordinator and 5 yrs ACE Director), Teaching and Principal Background, Bilingual. Experience: Community Oriented, Similar background of target group, former ACE experience, educator, College networks, school Training, Adult Education Background, Technology Proficient. Certifications: Mid Management Certification, Parenting Certification, Community Training.
4.	Evaluator	Name: Dr. Noe Ramirez (Evaluated 8 ACE grants). Key Qualifications: Ph. D. or ED. Preferred ; MA/MS required, 5-8 Yrs. with after school program Evaluation, Teaching Background, Bilingual or Spanish Training, Grant Experience. Experience: Former ACE experience, educator, College networks, school Training, Adult Education Background, University Professor, ACE Evaluator

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Hiring and Awareness Campaign	1. Award Campaign conducted/Hire Admin Staff	08/01/2016	07/31/2017
		2. Development of program brochures/flyers	08/01/2016	07/31/2017
		3. Staff hired and trained/ Receive C& I Materials	08/01/2016	07/31/2017
2.	Schedules and Operations	1. Transportation plan/Secure spaces, security	08/01/2016	07/31/2017
		2. Conduct regular year ACE/Staff Mtgs for CIP	08/01/2016	07/31/2017
		3. Student and parent handbooks disseminated	08/01/2016	07/31/2017
3.	Services and Monitoring	1. Student enrollment achieved /Services of HQ	08/01/2016	07/31/2017
		2. Conduct Summer ACE/ Focus on FES activities	08/01/2016	07/31/2017
		3. Support CAN and CIP with Principal support	08/01/2016	07/31/2017
4.	Evaluation and Improvements	1. Conduct Summer ACE and Grade Promotions	08/01/2016	07/31/2017
		2. Complete External Evaluations and Review Report	08/01/2016	07/31/2017
		3. Submit Required APR and 2017 Targets	08/01/2016	07/31/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

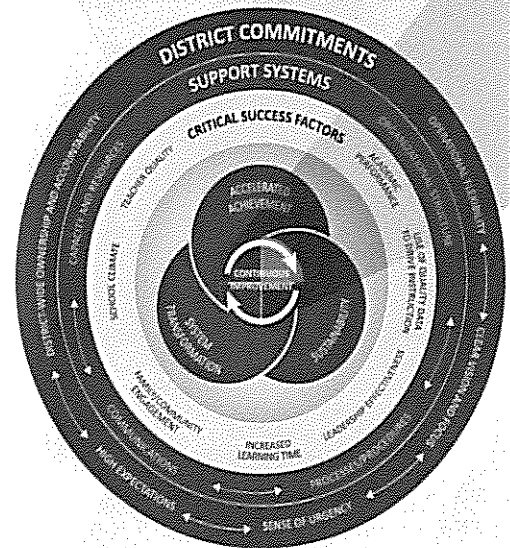
County-district number or vendor ID: 178909

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only.

The Continuous Improvement Process (CIP) will provide the district with a plan for ensuring that ACE will improve (*see fig. on right*). The CIP plan is an integral part of effective program management and it ensures that high quality services are delivered and will determine the degree to which the tasks and activities conducted throughout the duration of the program have met the objectives as set forth by the application. The staff will examine critically the quality of the ACE, pinpoint areas for improvement, lay out an improvement plan, and follow-up months later with online tool streamlines multi-site quality reviews using the **Quality Assurance System** designed by the Center for After School Education. To measure program effectiveness, program staff will have operational flexibility, clear vision and focus, sense of urgency, high expectations, district-wide ownership and accountability. The Project's External Evaluator with 21st CCLC expertise in Educational Research and Grant Service Evaluations, will assist ACE with ongoing monitoring, assessment, and evaluation, and will develop a qualitative and quantitative data gathering process that allows precise measurement, including semi-structured interviews with a sample of teachers, parents, students and staff. The CIP will help summarize data for the Project Director's use in TEA reports and in making changes of programming.

Ongoing continuous improvement will occur as objectives will be reviewed yearly and refinements will be made on the continuation application so that any objective not meeting the goal will be discussed and improved.



Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The RISD ACE Comprehensive Sustainability Plan will continue after grant funding ends. Additional leveraged resources and purchased equipment for ACE usage have helped unite the community into collaborative action. The school boards have mandated that ACE doors remain open as the community embraces the need with the children.

Grant	District	Community	Partners/network	Councils	Businesses
(yr. 4)	ACE Labs LEA	Workforce Board	Childcare Licensing	Fundraising	Donations/
	Resources	Youth Dev Funds	ADS Funds	Scholarships	contributions
(yr. 5)	Title 1 &	IHE Support	Chess Federation	Chess clubs	Sustainability support
	Migrant Grants	Work studies	Adult Ed. Classes	ACE stores	American Dream LEA
(yr. 6)	Transportation	CIS	TX A&M Extension	Community	CSL Projects
	Classrooms	PTO/PTA	Nutrition Programs	Events/Run	ACE Champions

ACE prior funding has resulted in evidence of measureable student gains, progress towards stated objectives, and satisfaction of stakeholders as the community had embraced and depended on the ACE program for strategic weaknesses and support for deficiencies' in academic areas and assisting at risk students. The first cycles established much needed school alignment strategies with **existing funds** so that no duplication of effort occurred and cost savings were generated. RISD has built new agreements for new funds that require years to attain. The program's ability to continue operation at the same or higher level if Cycle 9 funding is awarded is ensured as many components will work together to continue the ACE initiatives. This includes; an experienced director to be hired, site coordinators with respective staff that have 3-5 years ACE experience; coordinating campus schedules, facilities and lesson plans have been successfully implemented, school boards supportive of the program's success and effectiveness for helping sites meet academic goals, parents engaging with adult education courses and responsibilities, college transitions toward post secondary matriculation is ready for the next phase with 70 community organizations (See appendix MOUs).

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Schedule #15—Project Evaluation

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Collect ACE participant rosters for program evaluations to include ACE and non ACE pre and post data analysis of service impacts	1.	Effective Increase P > .05% in Grades between control groups
		2.	Effective Increase P > .05% in Attendance between control groups
		3.	Effective Increase P > .05% in Grade Promotion between control groups
2.	Provide evaluations and observations reports to include rosters, evaluation forms, and data collections	1.	Effective Increase P > .05% in Discipline Behavior between control groups
		2.	Effective Increase P > .05% in STAAR scores between control groups
		3.	Effective Increase P > .05% in College Readiness and EOC between control groups
3.	Evaluations to include grades, attendance, promotion, college matriculations, and ACE data collections by evaluator	1.	Increase in ACE PD and Effective ACE Lesson Plans
		2.	Increase in ACE College Matriculation
		3.	Increase in ACE Parent Participation
4.	PD and staff reports to include rosters, evaluation forms, and data collections	1.	Increase in ACE Sustainability Funds
		2.	Increase in ACE Partnerships
		3.	Increase in ACE
5.	Evaluation recommendations and reports to include budgets, forms, and data collections for sustainability purposes	1.	ACE Evaluation Reports include CIP Recommendations
		2.	ACE Evaluation Reports indicate yearly gains
		3.	ACE Evaluation Reports are reviewed by RISD Board and Administration

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Documentation Collection Process (N=1,092)	Freq.	Personnel Accountable	Data
USDA Breakfast Rosters, Attendance rosters	Daily	Principal, Site Coordinators/Teachers	Attendance
Homework completion records/call logs & home visits	Daily	Site Coordinators/Teachers/CIS	Grades
After school reports, ACE Tracking System	Monthly	Director, Sec., Coordinators	Promotions
Lesson plans, quizzes, referrals reports, course schedules, instructor interviews, focus groups	Quarterly	Instructors, Coordinators, Evaluator	PD
Teacher, parent interviews, Activity schedules	6 weeks	Principal, Site Coordinator	FES
Student Grade Reports, District discipline and police records, Truancy Records	6 weeks	District Police Department, Grant Administration, Site Coordinators	Behaviors
Course evaluations, Instructor evaluations	Semester	Principal, Director, Site Coordinator	C&I
Yearly grade reports/STAAR scores/ ACE Data	Yearly	Principals, Site Coordinators, Evaluator	STAAR/EOC
STAAR Test, SAT, ACT, AP, TPRI, TABE, GED	Yearly	Principal, Site Coordinators/Teachers	State Scores
ACE Annual Performance Report Fall Report	2/1/17	Director & District Site Coordinators	ACE Goals
ACE Annual Performance Report SP Report	6/1/17	Director & District Site Coordinators	ACE Goals
ACE Annual Performance Report Sum Report	9/1/17	Director & District Site Coordinators	ACE Goals
Expenditure Reports/ ACE Evaluation; <i>Q/tly Reviews with CIP with all ACE stakeholders</i>	7/31/17	RISD Business Manager/External Evaluator/ ACE Stakeholders	ACE Goals

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Supplemental Services: ACE incorporates new supplemental innovative services for both the students and their families that need the extra time on task or need a non-traditional format for learning. Each ACE course is unique and appropriate for the level and understanding of the student and can have numerous diversified lesson plans all culminating with raising student achievement. All classes are STAAR aligned with quality lessons and teachers aimed at holistic level education impacting the child beyond just grades or STAAR scores. **Before School will include** Reading Clubs, Homework Club, Open Labs and Chess. **After School and Summer Camps will include** Homework Labs, Pearson Success Maker, Accelerated Readers, Compass Learning, Sewing, Dual Credit, Credit Recovery, Grade Recovery, Team Sports, Criminal Justice Class, Alcohol Tobacco or Drug Classes, Home visits, Fine Arts, Dance, Hi-Tech Classes, Cooking Classes, Freshmen Mentoring, College Mentoring, Digital Media, Grandparent Stories, Art, Drama, Chess, Spanish STAAR Labs, Tutoring, Etiquette Classes, and Teen Chats. **Weekends will include** CSL Projects, College Tours, Chess, USTA Summer Camps, Swimming, College Tours, Rec. Sports, Remedial Education, Transition Camps. **Year Round Family Services will include** Parent Meetings, Labs, Literacy Centers, Vocational Education in Computers, Workforce Skills, Literacy Centers, Job Prep, Resume Building, Job Search, Parent Basics, Parent Goal Setting, College Fairs, ESL, GED, Campus Beatification, Council Fundraising, Summer Camp Parent Workshops, Internet Café, Extended Library Hours, Science Nights, Academic Fairs.

Dismissal Process: Upon registration of a student participant, ACE will obtain necessary parental consent to participate in the program and ensure a dismissal process is in place to document and address emergencies, including an emergency readiness plan, emergency contact information, and follow-up documentation and the appropriate checkout system and transportation required for their child. Teachers will escort young children to the bus pickup station or parent station upon daily program completion to include transporting after school program students from the center to their home using standard policies and procedures setup by RISD. Forms, schedules, and rules clearly defined and outlined will be developed and enforced. RISD Policy will be set for Walkers who are age appropriate and eligible to walk home. Students who are too young to walk and do not ride the bus will need to be signed out by parents or authorized family members identified in the student's application form. Files will contain address and emergency contact information, and drop off schedule for the bus drivers. ID badges for young students will be worn until the student and bus drivers become familiar with their routes. Program attendance and bus privileges can be revoked if a participant is acting up during the bus ride home. In order to ensure the safety of all students and check the disciplinary activity, the transportation department will be kept abreast of discipline problems and can recommend the student be expelled from the program. Bus drivers will have access to communication with the site base to report any delays although buses will meet all local and state requirements with trained state certified bus drivers including first aid kits in each bus.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACE Marketing : ACE will disseminate information about the center, including its location, to the community in a manner that is both understandable and accessible through diverse media such as; District, Campus and Project Brochures, District, Campus and Project Newsletters, District TV/Radio PSA Announcements, District, Campus and Project Newspaper Articles, District Marketing Materials, New Parent Handbooks, Radio and TV Ads, District, Campus and Project Flyers, District, Campus and Project News Stories & Parent Letters, Campus Bulletin Boards posting project work and pictures in the front of the school. A **daily menu of services** will be encouraged for each site to direct parents and community to appropriate classrooms for ACE signage and information. School **announcements** will be made concerning the ACE program, **cafeteria recruitment** will occur with an ACE table for special ACE student birthdays and event recruitment, monthly **staff presentations** will be made and a competition rewarding the top classrooms with ACE students in the program. **Teaching staff will assist** disseminating information to parents and have a recruitment enrollment goal for keeping their class active. Staff will disseminate **drive by flyers** for parents during pickup time and do home visits when appropriate. **Word of Mouth:** The most important component will be word of mouth by students who will love the dynamic age appropriate activities, caring staff and a safe and bully free learning environment. Hope for the **American Dream** will also inspire parents towards higher expectations. ACE will be a springboard for College.

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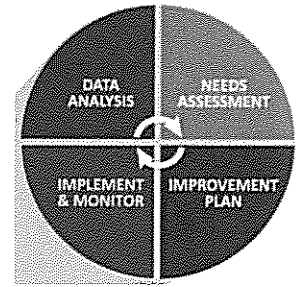
Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only.

Academic Improvements: Project ACE proposes activities expected to improve student achievement as they incorporate innovative services for both the students and their families that provide academic support specifically to students that need the extra time on task or need a non-traditional format for learning. Each ACE course is unique and appropriate for the level and understanding of the student and can have numerous diversified lesson plans all culminating with raising student achievement through holistic support and hands on learning.



1. **TEKS specific assignments** will be coordinated with specific supplementary lesson plan work aligned to the problem areas weakness of at risk students receiving small group support from High Quality ACE teachers.
2. **Embedded Learning** will build important self-esteem and help with ATOD peer pressure or other detrimental risk factors for student completion and teen problems.
3. **Positive ACE climate** of college bound expectations with well-trained university mentors and tutors will help provide positive peer pressure for successful completion. Countering teen problems with juvenile delinquency, parent relationships, peer relationships, conflict resolution, to teen pregnancy will also keep the focus on academic achievement rather than ongoing academic failures.
4. **SBR materials** will be available with numerous ACE Educational Resource labs for effective activities that enhance student achievement. PD will occur with the Texas ACE Blueprint and Successful ACE Programs.
5. **Pre and Post testing** in core subject areas with yearly evaluation results for grade achievement will keep the program refined and pertinent to raising academic proficiency with all students. Working closely with other academic programs such as SES and Reading First will ensure that no duplication of efforts will occur and that standardized instruments are used for measuring academic gains across respective grade levels.
6. **Periodic Evaluations** between non ACE students and regular students will determine effectiveness and recommendations for improvements in all 4 CSF ACE areas (see Figure above.)

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program Coordination: A key strategy for Project ACE is to coordinate federal, state, and local programs with the proposed program for the most effective use of public resources. Partnership coordination includes but not limited to the following partnerships (see Appendix A for all MOUs);

1. **Local:** Businesses, Faith Based Organizations (FBO) to include Churches, City Government and Community Based Organizations (CBO) such as Communities in Schools, Boys and Girls Clubs and Community Development Corporations (CCDC) will work together to provide the resources and incentives that are typically not allowed by grant funds to create a dynamic and motivational college going culture are RISD. ACE will also deploy large volunteer services and resources; Community in Schools for social work case management; PEIMS Coordinator for evaluation support; student and parent organizations; and more importantly the school itself as the program will not be a standalone program but an extension of the school day so that funding such as Site Coordinators will work closely with community partners to leverage funds for the most effective use of public funds including the training and development of a Community Task Force (CTF) for each district.
2. **State:** Institutions of Higher Education (IHE) will provide personalized college tours with access to college events, college work studies for mentors, dual enrollment opportunities during ACE time while RISD will make available state dollars to include TEA focus grants, SIRC Funds, and RISD budgets that supplement ACE support. Title funds, migrant and special education resources can be utilized for maximum funding for the ACE. Shared resources such as the sharing of TA support during the ACE transitions helps reduce the student to adult ratio and keeps the program snack time and homework time smooth and productive.
3. **Federal:** Grant coordination with other IHE Outreach services such as federal TRIO Programs (Talent Search, Upward Bound), GEARUP, Reading Initiatives, Persistently Low Academic Performing Schools (PLAS) and Grants, SES programs;

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Effectiveness Measures: ACE will be based upon effectiveness measures with assessment of objective data regarding the need for before and after school programs (including summer recess periods) and activities at the schools and communities. The needs assessment outlined by the Blueprint used framework including *Existing* and *New information*. Community assessments were completed with district staff and community members to include activities that would best meet the needs of working parents and to keep the community children engaged in meaningful experiences during non-regular school hours. Performance is measured upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities. The program design is aligned with the principles of effectiveness to overcome educational failures in an economically disadvantaged community that lacks resources to support a comprehensive and supportive afterschool program. The approach recognizes that a new guidance plan must incorporate the entire community and provide intensive intervention models to program participants in diverse areas with stimulating activities. ACE was designed around scientifically based research and effective practices from successful Afterschool programs in Texas and the nation. The after school plan incorporates an innovative PK-16 plan incorporated in federal programs such as Tech Prep, First Generation and Upward Bound that systematically teach an understanding of higher academics by preparing students with steps and requirements to succeed in school and college. This

1. **Objective Measures: Community assessments** were completed by the design team through surveys and parent meetings to evaluate current programming and customized future activities. A Council will continue to help build design needs specifically for working parents. Teachers were presented the plan to assess their respective academic support needs for their respective students. At Risk students will be identified for intensive ACE services in STAAR weaknesses. All campus teachers signed a campus support letter indicating their willingness to support the grant with actual working hours or lesson plan development. **Disaggregated STAAR data** was used to determine which core subject areas were needed and for what grades. Data driven decisions will continue to be used for objective data that leads to continuous improvements and customer service strategies for program quality. Partnership coordination was utilized for determining community needs as many CBO/FBO partners had already established common service needs and areas for community development. Other instruments for objective data include ITBS, ACT, SAT, THEA,, Pearson Success Maker, Compass Learning, and SADD exams, semester grades and pass/fail rosters. The program evaluation and APR report will help establish benchmarks for enrollment capacity and quality of services.
2. **Evidence Based Research:** All ACE curricula will be based upon **Scientifically Based Research (SBR)** that provides evidence that the program or activity will help students meet the State and local student academic achievement standards. **Performance measures include;** increases in STAAR scores, grades, passing students, hours of services, events per year, A&B Honor Roll students, hours of CSL, quantity of home visits or phone calls home, self esteem indicators, decreases in disciplinary codes on the PEIMS 425 Report, amount of college tours and teacher evaluations with specific indicators. Ongoing continuous improvement will occur as objectives will be reviewed yearly and refinements will be made on the continuation application so that any objective not meeting the goal will be discussed before new strategies will be developed. **Curriculum plans** will have a strong alignment with TEKS. ACE that combines direct teaching with indirect instruction, such as computer use, scientific experiments and other hands-on projects help students acquire a set of skills useful in school and in life. (Funkhouser et al., 1995)
3. **Continuous Assessments: Effective collaboration** between the ACE and the community, whether through partnerships or developed networks, gives students more options and helps to extend the resources available for after school learning and enrichment. (de Kanter et al., 1997). **The Evaluation Plan** will include an experienced external evaluator to collect and monitor the data for program fidelity as well as reports for possible improvements. The evaluator will use standardized evaluation tools and methods to give yearly reports with recommendations for meeting program goals.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Priority Points: Several joint partnerships have been created for ACE priority points to include Robstown ISD, 2 community-based organizations (Community in Schools and Boys and Girls Club) and 4 local Institutions of Higher Education (Texas A&M Kingsville, Texas A&M Corpus Christi, Del Mar Community College and Coastal Bend University). In addition, RISD will fund 10% of all ACE salaries to allow for true sustainability after the 3 year grant period. RISD will also rely on local partnerships, state and federal funds to sustain ACE after the funding period ends. The Master Teacher PD Program will sustain for many years beyond the grant cycle as most learned materials will be ongoing experience. The chart below indicates the partnership elements in the ACE grant with emphasis on ongoing, existing efforts that are similar to ACE.

These include the following organizations; Texas State Aquarium, ESC Region 2, Camp Fire, USA Council on Alcohol

RISD ACE Partnership Elements

Effective Leadership		Partnership Elements	Funds
Classroom Walk-through w/ Reflective Practices	Trained community and campus reviewers		partners
*Professional Teaching & Learning Campus	ACE Team, Community Support		partners
Coaching for Educational Leaders	Graduation/Technology Coaches		partners
Quality Teaching & Learning		Partnership Elements	Funds
Home Technology for Instruction	Student devices with online capabilities		partners
*Teaching Learning Strategies	HQ core leaders		partners
Culture of Success		Partnership Elements	Funds
Working & Understanding families from poverty	Adult ESL, GED, Parenting and Computer Classes		partners
*Culturally Proficient Schools	Extra Curricular Services and Community		partners
Planning & Implementing Family Literacy Events	CSL, Parenting Classes, Adult Education classes		partners
Parent to Parent Model Training	Parent engagement, input and unified goals		partners
Establish Partnerships with College	College readiness elements and college tours		partners
Effective Processes & Systems		Partnership Elements	Funds
Roles & Responsibilities of SBDM Committee	New policies for retaining and recruiting HQ teachers		partners
High Quality District & Campus Improvement Plan	Effective CIP, DIP and ACE Teams		partners
*School-wide Positive Behavior Support	Creating Campus Incentives with College tours		partners
Summer Planning and Systems of Support	HQ planning and support for yearly progress		partners
Data Driven Decision Making		Partnership Elements	Funds
Testing Accountability & Disaggregation of Data	Timely Early Warning Reviews of At Risk Students		partners
Benchmarking (Best Practices)	Classroom Specialized Tutoring (SES)		Federal
Data Management Mapping: Timely Data	ID Classroom Teacher Weaknesses		Federal
*Effective Use of the Data Management System	HQ Leadership and CIP Team		partners

*** Indicates ongoing, existing efforts that are similar or related to the planned project**

& Drug Abuse, Children Youth Development (CYD) Texas Department of Protective and Regulatory Services, college work-studies, parents, business leaders, volunteer teachers, coaches, professors, career speakers, mentors, tutors, scholarship programs & Community clubs, reading partners, RIF, National Honor Society, high school service clubs, community organizations, National Hispanic Institute, GEARUP, STEMs, Talent Search, Upward Bound, churches, Community in Schools, swimming centers, Texas Department of Human Services, local clinics, Medical Centers, medical mobile units, diabetes workshops, free dental/health providers, Planned Parenthood, Community Grant programs, disability services, AARP, Literacy centers, AmeriCorps, Wal-mart, Alumni, County Workforce.

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Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District and Community Level Resources and Support: While daily operations of the grant program are charged to the full-time, grant-funded Project Director, said site coordinators will work in unison with Central Administration to build long term community and district resources for ongoing sustainability. The Grant Director and Site Coordinators will be the designated liaisons between the district and community resources and operations. Active support for the implementation will come from all campus staff and from the central office administration. Under the direction of the Superintendent, the ACE initiative will be collaboratively implemented by the designated Grant Director, Site Coordinator, the Principal and Family Engagement Coordinator along with all Project Staff; ACE members will be included during the Implementation Phase as indicated in the aforementioned timeline. The campus will work in tandem with the Principal to impact the quality of ACE teachers and student achievement. The implementation directives are expected to flow as illustrated below by the district's and community's capacity to serve ACE;

Capacity to Provide ACE Quality, Data Driven Instruction and High Academic Performance:

- ✓ Professional Development through Master Teacher PD Resource Network for access to full campus PD
- ✓ Increased IHE opportunities for grade promotion and career growth for certification completion
- ✓ Research based ESC 2 TEEM Model workshops offered with hands on strategies and onsite accommodations
- ✓ Math and Science Coaching Staff to include community aids in each class for immediate support to teachers
- ✓ Observation from HQ teachers in ACE classroom for quality peer observation and new teacher mentoring
- ✓ Using and integrating innovative technology-based supports and interventions as part of instruction
- ✓ Aligning curriculum with technology to create the new ACE classroom
- ✓ Comprehensive Administration ACE Walk-through for competent and responsive teachers

Capacity to Provide Positive School Climate and Increase Learning Time:

- ✓ Apply strict ACE behaviors and positive community incentives for improved academics and grade promotions
- ✓ Form a Student Leadership Committee that reports to the Superintendent and the School Board
- ✓ Employ FB Life Coaching for At-Risk Students and families to provide intervention services
- ✓ Implement an IHE system of positive behavioral supports to eliminate bullying and student harassment
- ✓ Coordinate activities through Student Advisory Council that reports to principal
- ✓ Campus will create an incentive plan to retain certified teachers for ACE
- ✓ Increase college readiness tours for students along with incentives programs to increase student participation
- ✓ Increase parental involvement with community partners that engage with children's academics
- ✓ Incentives for perfect attendance and performance by groups so that competition increases performance
- ✓ Increase campus pride activities so students take ownership of campus
- ✓ CIS Social Worker to deal with day to day situations with students and identify learning and other limitations and operate as a link among the school, the students, their families, and the community's social services

Capacity to Provide Support for Parent and Community Involvement:

- ✓ Increase Family Communication Links with Phone, internet and website to establish effective communication
- ✓ Coordinate with local social and health service providers to help meet family needs
- ✓ Adult parent education classes (including GED, adult literacy, and ESL programs) to increase literacy
- ✓ Create Parenting Skills Classes that increase parents' ability to deal with children at their level
- ✓ Create Awareness through Outreach to solicit family and community involvement in school functions
- ✓ Implement tutoring as a requirement for students who are at risk of failing through tutoring for at risk students
- ✓ Various incentives for group performance to offer a sense of competition to include access to college tours

Capacity to Provide Support for Leadership Effectiveness

- ✓ Attend Target Distributed Leadership Training to emphasize the distinction in roles
- ✓ Establish Common planning ACE periods for Core Area Teachers for scheduling purposes and PD
- ✓ Attend ACE workshops for core areas and technical assistance
- ✓ Attend National and State Conferences for turnaround models for acquiring tools of professionals
- ✓ Participate in summer curriculum vertical alignment for good use of training time available for specific purpose

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Scientifically Based ACE Research: All ACE curricula will be based upon Scientifically Based Research (SBR) that provides evidence that the program or activity will help students meet the State and local student academic achievement standards. Research studies conducted by the respective companies were analyzed and only appropriate vendors were used based on SBR and careful consideration was given to **curriculum plans that have a strong alignment with TEKS**. ACE that combines direct teaching with indirect instruction, such as computer use, scientific experiments and other hands-on projects help students acquire a set of **skills useful in school and in life**. (Funkhouser et al., 1995) Research also shows that after school programs that provide a **wide variety of enriching and engaging activities** make learning fun. Quality programs give children the opportunity to follow their own interests or curiosity, explore other cultures, develop hobbies, and learn in different ways. Successful after school programs seek to **involve parents** in orientation sessions, workshops, volunteer opportunities, parent advisory committees and in a wide range of adult learning opportunities, such as parenting education, computer training, GED training, and English as a Second Language. (*Safe and Smart: Making After-School Hours Work for Kids*) **Effective collaboration** between the ACE and the community, whether through partnerships or developed networks, gives students more options and helps to extend the resources available for after school learning and enrichment. (de Kanter et al., 1997). The analysis of State observation data (TEA ACE Evaluation Reports, 2013) showed the **three instructional approaches** used by RISD to distinguish HQ ACE activities:

1. **Clarity of purpose:** Activities are clearly designed to achieve explicit objectives. In the high quality academic enrichment sessions, the instructors clearly state the learning objectives and then lead students through a variety of learning activities related to those objectives.
2. **Intentional use of time:** This feature is anchored in planning and pacing, found to be essential for keeping students busy and engaged throughout the observed sessions. Materials will be ready when the sessions begin. Routines are worked into sessions so little time is wasted when students begin sessions and transitioned from one activity to another. The pace is generally quick, and, as a result, student accomplishments by the end of the activities were evident.
3. **An active and interactive instructor:** ACE teachers will continually engage with students, even when students are working in small groups or on their own. The instructors will move about the room, look over students' shoulders, asked questions that deepened student knowledge, notice and help when students have trouble, and manage student behaviors before any students became disruptive.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only.

Volunteers: ACE plans to use qualified volunteers in activities carried out through the community learning center specifically with **early childhood activities that require reading stories, art, music, and chess and mentoring one on one** building projects through Home Depot/Lowes for high at risk students who need a caring adult. These volunteers will be College Students, Graduate Practicum's, Winter Texans, AARP workers and other senior volunteers with collaborations with Elderly Day Centers such that will help provide qualified senior volunteers volunteering in their areas of expertise. The required training for all volunteer workers and staff will include at a minimum a standard childcare workbook for working with children, appropriate immunization shots, CPR first aid training, staff development training, and a background check. Agency seniors must also meet eligibility and interview requirements. Senior citizens' and disabled students' accommodations, parenting skills, literacy needs and childcare needs will be addressed at each center. The proposed learning centers will serve a wide variety of special needs and constantly look to serve specialized needs. The program will attempt to **establish Literacy Centers** for illiterate adults at each site whereby senior citizens will be utilized to teach English and Literacy through writing, reading and conversation classes. Literacy centers will ensure long-term sustainability by leveraging local county dollars and resources. The sites will create a center through the CSL renovation of a portable building or classroom for literacy services and adult education classes.

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Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Sustainable Elements: The following are some of the sustainable elements that will be targeted for future development beyond the grant cycle (*a signed RISD letters of support with original signatures and a list of all elected board members, including those that did not sign or submit a letter, that is attached to this application*): new 1:1 technology, tutorials and ACE PD to improve Student Achievement in Reading/ELA; Classroom Modules and PD to improve Student Achievement in Mathematics; new Science ACE Labs, C&I to Improve Student Achievement in Science; new technology, ACE tutorials and C&I supplies to improve CORE courses; Self-Assessment of Progress; yearly STAAR data plan ; Reports on performance by demographics ; high quality data disaggregation to make curriculum decisions to improve student outcomes; Instant Assessment Tools and software ; use of Standardized test reviews; higher teacher technology targets; new Teacher Observations for Highest Teaching Elements (Synthesis Evaluation); Quality ACE Professional Learning Opportunity plus online support; greater Teacher and Student Attendance; Tutorials for at risk/ Low Performing students (LP) ; Data Disaggregation and Item Analysis Training; Participate in summer curriculum vertical alignment; End of Course STARR test training; Common planning periods ; workshops for core areas; Leadership Mentoring ; Distributed Leadership Training Workshops; before and after school to extend learning day; I tutoring as a requirement for students who are at risk of failing ; Incentives for group performance in after school tutoring activities ; parents trained in their children's academics with home visit events; cooperative learning; project based learning; enrichment personnel to support ASP ; Before School and summer school support ; Parent and Community evening events to engage academic support ; Technology Support with ACE PD tech labs for teachers; Saturday events for PD, Parents and students ; Parenting Skills Classes; Awareness through Outreach to solicit family and community involvement ; Partnerships with community; Family Communication Links with Phone, internet and website; Coordination with local social and health service providers to help meet family needs; Adult parent education classes (including GED, adult literacy, and ESL programs); Meet the Teacher/Staff event; college STEMS Events; Partnerships for incentives; Parent Workshops ; Cyber Space Safe Parent workshops; increased enrichment programs; increased parental involvement activities; Incentives for perfect attendance and performance by groups; a system of positive behavioral supports; Student Advisory Council; ACE Student Leadership Committee; school clubs with teacher incentives; Provide Science and Math Field Trips, online support for parents with Cloud; college mentor visibility; Increased Technology Integration; *ACE stipend* and performance incentives; increased opportunities for promotion and career growth; Increased Online PD for immediate support & intervention ; Increased HQ/HE Teachers.

Grant Commitment- RISD will ensure that all project participants remain committed to the project's success as all Board members have signed off on the required priority support letter to TEA (Appendix B). This support indicates that RISD is ready for the design changes and will engage in the required services that will allow the campus to meet grant goals and objectives. The administration has invited the community to participate in the design of the grant creating a stronger ownership of the design and making the commitment even greater. Teachers will be compensated for the added extra duty work and will agree to extra duty pay for the benefit and welfare of ACE success. The added 70 Business Partnerships targeted will sustain the extra duty pay, personnel and incentives for ongoing improvements. A new culture and climate of excellence towards College and Career Completion further increasing grant commitment. RISD gives evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. RISD staff: Were presented ACE plan; Were included in design elements with central office design team; Were given opportunity to participate on voluntary basis; Will submit contract and application that fulfills ACE completions per semester; Will receive set stipends for extra duty pay with understanding of expectations based on design of ACE. All RISD administration have signed a must sustain ACE MOU with partnerships.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 178909

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided. Response is limited to space provided, front side only.

Community Task Force (CTF) Duties: RISD will recruit CTF community members and organizations prior to the notice of grant award and describe their plan for engaging stakeholders for community involvement and assistance with designing a sustainability plan to meet the needs of the community to sustain an appropriate level of services provided to students and families after the grant funds end. Community stakeholders include elected officials, local area foundations, businesses, workforce boards, higher education, families, libraries, health services, law enforcement, non-profit organizations, and faith-based organizations. RISD will collaborate with a myriad of organizations and community stakeholders that will: Attend regular meeting at monthly forums held in rotations at each site that will host the Dinner and Show Nights to create full program awareness. Completing stakeholders questionnaire; Agreeing to interviews; Assisting the ACE staff by contributing to newsletters; Assisting the ACE staff by bring up new programming ideas, better ideas on running of program will help with effectiveness. RISD will engage the CTF to become an ongoing **Community Advisory Council (CAC)**. The purpose of the council will be to advise on community needs for the program over time and coordinate local resources for the continued success of students and families enrolled in the program. It is expected that a variety of community members will be involved in meetings and activities related to areas such as creating program awareness, program implementation, evaluating program effectiveness, and sustainability. All meetings will be documented including agendas, sign-in sheets, and minutes. RISD will seek continuous feedback and involvement from the local community proposed to be served and coordinate with all stakeholders in order to best meet local needs. CAC will assist in developing promising practices to include those found in the 21st CCLC Texas 2014 Evaluation Report :

- **Strong leadership with shared decision making:** All of the afterschool programs will use a decision-making process that is collaborative and shared, involving people who play multiple roles with the program. Site coordinators and principals will collaboratively play a key role in the decision-making structure and will have a fair amount of autonomy in designing and overseeing center sites to meet local needs. Curricular decisions will rely on input from instructional staff.
- **Strong relationships with their corresponding day schools:** ACE will share common staff with strong ties between day and afterschool programs for an intentional alignment of standards-based goals and curriculum.
- **A variety of academic and enrichment instructional practices:** Academic assistance will focus primarily on reading and math, with a secondary emphasis on science learning and will offer effective homework help or tutoring followed by academic instruction and enrichment opportunities with a balance of academic, enrichment, and social development instruction. ACE will engage students through hands-on learning experiences, integrating content learning with other academic disciplines, "real world" experiences, and activities designed to engage students in fun and interesting ways.
- **Positive, engaging afterschool climate with strong staff, student, and parent relationships:** ACE will create a positive, engaging afterschool climate that is supportive, relaxed, caring, respectful, safe, positive, and nurturing to include. Positive relationships between staff and students. After school teachers will have more personal and casual relations with students and will interact very comfortably with staff about both classroom-related and personal issues.
- **Strong community connections and partnerships:** ACE will use numerous Community-based organizations and partnerships such as college students who will oversee homework and provide positive mentoring and role modeling. All partners have signed an MOU designating a commitment to the planning, decision making and sustainability.
- **Strategies for parental engagement and awareness:** ACE will provide parents with opportunities for meaningful engagement to keep parents informed of, aware of, and interacting with the afterschool activities. ACE will provide parents with weekly or monthly newsletters and invited parents to attend special events to include parent education classes English as a Second Language (ESL) and technology.
- **Internal or external processes to gather evaluation data:** ACE will collect evaluation data for attendance, grade promotions, positive behaviors, grades, surveys of parents and teachers with an experienced external evaluator from the University of Texas Rio Grande Valley.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 178909

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grant Management: ACE will develop and increase school effectiveness with a new culture and ACE professional development (PD) with Research based practices for Educational Development. ACE will provide PD to all staff to include secretaries, teacher assistants, substitutes and principals in addition to any local, regional and state required PD. ACE will implement the following management requirements to the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants:

1. Seek and develop a rigorous, transparent, and equitable evaluation systems for ACE teachers and principals
2. Provide ongoing, high-quality, job-embedded ACE professional development for all staff to include college mentors
3. Include financial ACE incentives, increased opportunities for promotion and career growth, with flexible work conditions to include all non regular school hours
4. Utilize data disaggregation to identify and implement an instructional ACE plan to inform and differentiate instruction
5. Increase ACE learning time and creating community-oriented schools
6. Provide ongoing mechanisms for ACE FES with family and community engagement
7. Create periodic ACE reviews to ensure that the plan has the intended impact on student achievement
8. Implement a "response-to-intervention" ACE model for transitioning students into post secondary programs
9. Use and integrate ACE technology-based supports and interventions as part of the instructional program. Increase rigor by offering opportunities for students to enroll in advanced coursework
10. Improve student transition from middle to high school through ACE summer transition programs Increase graduation rates through credit and grade recovery programs with online acceleration modules
11. Create ACE parent, community and student councils to create the ownership necessary for a Turnaround School
12. Implement an ACE positive behavioral intervention to improve school climate and discipline
13. Expand the ACE school program to offer Full Day Pre-kindergarten with a College Bound Vision
14. Add RISD college alumni for added positive role models

RISD will coordinate with TEA and its training, technical assistance, and monitoring providers in assessing and implementing program requirements and recommendations as necessary. RISD will provide appropriate levels of program-related training for all staff members including staff meetings, professional development, and other relevant trainings. Funds, including staff time and relevant travel expenses, will be budgeted for staff to attend training. RISD will avoid excessive out of state travel costs and will balance these expenditures with the needs of local communities, RISD will expend funds for a reasonable number of staff members to attend two approved out-of-state conferences each year. Approved conferences are the National Afterschool Association, Foundations, Inc., National Summer Learning Conference, and BOOST. RISD will obtain specific prior approval for all out of state travel and for in state and out of state travel expenditures for any conferences other than those listed. RISD will include the Texas ACE logo in all outreach and communications materials. RISD will promote the following Texas Best practices (TEA, 2013) in all management activities to include:

- ✓ ACE campuses will hire mostly certified teachers
- ✓ ACE students will spend more time in academic activities
- ✓ ACE students spent little time in recreational activities
- ✓ ACE students participating in ACE activities will spend much less of their time in homework help sessions
- ✓ ACE student activities will use smaller groups and longer activities to support academic learning.
- ✓ ACE activities will meet in smaller groups
- ✓ ACE activity leaders will serve fewer students in critical learning areas
- ✓ ACE activity leaders will plan activities that explicitly promote skill building related to state standards.
- ✓ ACE activity leaders will use instructional strategies that explicitly address content knowledge—the use of computer-based learning programs, direct instruction, and the review and practice learned during the school day.
- ✓ ACE will promote a higher vision for student success beyond the high school diploma

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178909

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1	Center Name: Robstown High School		
9 digit campus ID#	178909001	Distance to Fiscal Agent (Miles)	<5 miles
Grade Levels to be served (PK-12)	9-12		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150
Number of Adults (parent/ legal guardians only) to be served:	150

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2	Center Name: SEALE J H		
9 digit campus ID#	178909041	Distance to Fiscal Agent (Miles)	<5 miles
Grade Levels to be served (PK-12)	6th grade -8 th grade		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	175
Number of Adults (parent/ legal guardians only) to be served:	150

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3	Center Name: Salazar Crossroads Academy		
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9 digit campus ID#	178909005	Distance to Fiscal Agent (Miles)	<5 miles
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Grade Levels to be served (PK-12)	9-12 th grades		
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	42

Number of Adults (parent/ legal guardians only) to be served:	30
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Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4	Center Name: Solomon P. Ortiz Intermediate		
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9 digit campus ID#	178909042	Distance to Fiscal Agent (Miles)	<5 miles
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Grade Levels to be served (PK-12)	4-5 th grades		
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150

Number of Adults (parent/ legal guardians only) to be served:	150
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Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5	Center Name: San Pedro Elementary		
9 digit campus ID#	178909101	Distance to Fiscal Agent (Miles)	<5 miles
Grade Levels to be served (PK-12)	K-3 rd grades		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	200
Number of Adults (parent/ legal guardians only) to be served:	150

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Hattie Martin Early Childhood Center			
9 digit Campus ID #	178909108			
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6	Center Name: Lotspeich Elementary		
9 digit campus ID#	178909103	Distance to Fiscal Agent (Miles)	<5 miles
Grade Levels to be served (PK-12)	K-3		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	200
Number of Adults (parent/ legal guardians only) to be served:	75

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178909

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7	Center Name: Robert Driscoll Elementary		
9 digit campus ID#	178909105	Distance to Fiscal Agent (Miles)	<5 miles
Grade Levels to be served (PK-12)	K-3		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	200
Number of Adults (parent/ legal guardians only) to be served:	150

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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County-district number or vendor ID: 178909

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178909

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with school wide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identification of Participants: The Participation Selection Plan (PSP) includes; a broad net to identify the right students, a quality recruitment strategy to include a parent interview and a point driven selection matrix for selecting the best eligible participants. The plan will adhere to TEA's equitable and appropriate educational participation opportunities for all participants. This plan will distribute and collect project application forms; request and collect all necessary academic and personal documents pertinent to student selection (e.g. application, faculty or counselor recommendations, low-income and first generation information, documents and/or recommendations from dropouts). It also requires an admissions process with required enrollment forms, a "college-bound" essay, teacher/counselor referral letters and a family interview for the parent support agreements through an ACE compact for parental engagement. Final project candidates will be selected by a committee based on a point rating system and feedback from LEA counselors and administrators with pre-selected alternates for future consideration throughout the year. In an effort to serve more special needs students such as English Language Learners (ELL) and Limited English Proficient (LEP) students as well as students with special needs (SPED), 15 points will be awarded for the category. In the first year, the majority of target participants will be new grade students. The PSP for most students will occur with participating grade classes at a special ACE Event for students and parents that will create the proper ACE school orientation for postsecondary vision. PSP will ensure equitable access to include: Spanish and English forms and brochures; Spanish and English translation as required; reasonable disability accommodations. ACE staff will receive training regarding appropriate counseling approaches, sensitive issues such as cultural diversity and language barriers, and LEA guidelines for safe college tours.

Selection Criteria: ACE will have a Ranking System for identifying the right type of targeted participants. The following represent the required and optional criteria that a coordinator can use to select each participant.

1. Low Income & First Generation (preferred)
2. First Generation only (optional)
3. Low Income only (optional)
4. Teacher/Counselor Referral (required)
5. Academic Need Selection (required)
6. 89 or below in Math, English, Science (optional)
7. Lack of career goals or career understanding (optional)
8. Disabled or Limited English Proficiency (preferred)
9. High risk for Academic failure (preferred)
10. College Bound Essay (required)
11. Family Interview & Support (optional)
12. Lack of significant adult advocacy in student's life (optional)

Retention of Students: A key strategy that will be used to retain regular student attendees (maintaining attendance for a minimum 30 days per year) will be to keep attendees engaged through the use of dynamic programming with incentive based rewards for meeting IEP goals and objectives. The use of dynamic embedded learning with one on one technology in a learning environment is proven to improve participation and academics among students. Interlacing technology into the embedded academics will make learning relevant and effortless to participants. This strategy will break the old methods of pen-and-paper assignments and bring instruction to the only Age students know, the Digital Age. Another strategy to retain student attendees will be to aggressively recruit family members of students and any casual visitors. In recent statewide evaluations, TEA has learned that students who had at least one adult family member participating with them in center activities participated in more activities than students with no family members participating. The data show that once they do participate, adult family members return to participate again at a very high rate. Recruiters will utilize all PRIME Blueprint resources to maximize recruitment efforts. The lack of ACE activities to compete with in the target area will ease the difficulty for marketing and recruiting for ACE. On a bi-monthly basis, incentives will be given to students/adult family members that recruit a fellow student/family member that goes on to become a regular attendee. College tours at all sites will be offered for regular attendees that maintain satisfactory progress to include parent engagement.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178909

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided.

Regular School Year Operations: (Total of 38 weeks @ 20 hours per week, per center with a Summer Program of total of 7 weeks @ up to 7 hours [min. 4.5 hour] per week, per center) Campus doors at Robstown ISD open at 7:00 am when the school day begins. The first bell rings at 8:00 and the day ends at 3:40 for elementary, 8:00 am for middle school ending at 3:58, and at 3:58 for high school students as well. RISD will extend the day to 6:00 pm to accommodate the needs of the students and parents. The schedule development process required the involvement of RISD administration and stakeholders including campus principals, counselors, Curriculum and Instruction Directors, community members and parents. **Robstown ACE** proposes **5 days** per week for fall & spring; **5 days** per week for 7 week summer with Saturdays and weekends reserved for Community Events, Community Service or college tours.

ACE Hours of Operation

Day(s) of the Week	Fall Term	Spring Term	*Summer Term (PP)
Student Services	Monday-Saturday	Monday-Saturday	Monday-Friday
Adult Services	Monday-Friday	Monday-Friday	Monday-Friday
Family/City Events	Saturday	Saturday	Saturday

Robstown ACE proposes 16-20 hours per week

Day(s) of Week	Fall Term	Spring Term	*Summer Term (PP)
Monday – Thursday *Wednesdays-2:45-7 pm	7:00 - 8:00 am *4:00 - 7:00 pm	7:00 - 8:00 am *4:00 - 7:00 pm	8:00am-3:00 pm
Friday (no transportation due to Sports Activities)	7:00 - 8:00 am 4:00 - 6:00 pm (open)	7:00 - 8:00 am 4:00 - 6:00 pm (open)	8:00am-3:00 pm
Saturday	8:00 am – 12 noon	8:00 am – 12 noon	8:00 am-1:00 pm

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACE Safety: All participants in the ACE program will be required to sign-in and sign-out daily at each center as per ACE procedures and only authorized parents or guardians will be allowed to pick up the student. The primary understanding for ACE safety is to follow the set ACE policy and procedures in alignment with standard RISD protocol for all students, parents and teachers. This includes: Reducing the number of open doors that are accessible to outsiders once the normal school day has ended; Providing highly visible coordinators and security personnel with well lit areas for daylight savings time; Concentrating after-school and weekend activities in limited areas of the building and avoiding activities that spread out all over the school; Targeting most appropriate spaces for functions with safety considerations; Gating off sections of the building not being used; Allowing a one way entrance into programming schedule through main office; Building specific security requirements for partners to use school facilities; Keeping written records of scheduled use, contracts and agreements, facility use and emergency policies and procedures, and related issues with training provided for all emergency codes; Providing adult supervision for increasing adequate after-school and weekend facility; Providing School Resource Officers (SROs) in after-school programs; Developing, testing and training staff on emergency/crisis preparedness guidelines for after-school and weekend hours t include inclement weather and bomb threats; Including coordination with public safety agencies for after-school and weekend situations; Conducting crime prevention, security and crisis preparedness training and awareness programs; Conducting security assessments to identify how security equipment may be used as a supplement to supervision and other risk-reduction measures; Ensuring surveillance cameras to deter and record activity, keycard access to control staff access to restricted areas, locks and alarms for high-value and high-risk areas, communications equipment for custodial personnel and activity coordinators, access to phones for after school users to use in an emergency, adequacy of interior and exterior lighting (including parking lots), and related strategies; Posting program expectations and creating the rules for behavior with strict adherence to the consequences; Developing a parent discipline contract that allows for behavior agreements.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178909

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only.

Quality Academics: ACE will ensure that all activity planning, alignment with targeted schools and quality enrichment activities are aligned to identify student needs and the activities will address their specific needs to achieve positive student outcomes that support mastery of the Texas Essential Knowledge and Skills (TEKS). The **sample lesson** below indicates how each teacher will align all activities with TEKS to include appropriate groupings and targeted state standards as per CIP:

ACE Lesson Plan: TECHCEPTION Technoworld: Agent Shmoo Meets TRON		Lesson Description
<p>Lesson Description: <i>In this lesson, students explore perceptions of technology. Addressing those perceptions, the students create a lesson plan to teach their parents about technology. While this lesson is designed for middle school, it is scalable up based on instructor modifications.</i></p> <p>Date(s): TBD Grade Level(s): 6-8 Lesson Duration: 1 hr/2 sessions</p>		
<p>Focused TEKS: Primary TEKS covered are all aspects of 126.12.C.4 - 6. Secondary TEKS that are incorporated include 110.18.B. Additional TEKS can be incorporated based on specific focus and desired outcomes by the instructor. If lesson is scaled up or down, TEKS should be adjusted accordingly.</p> <p>Language & Technology Objectives:</p> <p>ELPS (English Language Proficiency Standards): If applicable</p> <p><input checked="" type="checkbox"/> ELL Learning Strategies:</p> <p><input checked="" type="checkbox"/> Listening: <input checked="" type="checkbox"/> Reading:</p> <p><input checked="" type="checkbox"/> Speaking: <input checked="" type="checkbox"/> Writing:</p> <p>Technology: If applicable; use short descriptive statements Foundations: The student identifies the impact of technology applications on society through research, interviews, and personal observation. Information Acquisition: Students will be able to acquire and evaluation electronic information in a variety of formats. Solving Problems: Students will be able to use research skills and electronic information to create new knowledge. Communication: The student uses technology applications to facilitate evaluation of communication, both process and product.</p> <p>Key Vocabulary Terms/Academic Language: Popular Culture, Society, Precocious, Incredulous, Lair, Cavort, Tragedy, Disaster, Perception, Virtual Reality, Generations, Digital Divide,</p>		Standards & Language Objectives
<p>Lesson Materials: Computers, Projector or Electronic Whiteboard, pen/pencils, paper, dry erase/chalkboard.</p>	<p>Lesson Resources: Mom Face book Handout, http://home.interlynx.net/~dclarke/home.html, http://www.titanic-online.com, Project Natal Milo demo on YouTube,</p>	

ACE will focus on students who are failing or at risk of failing at the time of recruitment. These students will be matched with highly qualified STEM specialized teachers to prepare students to achieve high benchmarks on the upcoming STAAR. ACE will coordinate project-based activities for students, and partner with universities for volunteers, tutors, and activity leaders in addition to ACE staff. Innovative instructional activities that incorporate new, hands-on/ interactive methods of instruction will be utilized to keep students engaged and motivated. Incentives will be introduced through participation in privileged activities and extra time on computers and rewards for A & B Honor Roll students. ACE will implement strategies for improving regular school time and attendance. Firstly, activities will be designed to have lasting positive effects to encourage students to achieve attendee status in ACE and increased attendance in regular school time classes. Individual increases in personal attendance will be incentivized by incentives provided by partners. ACE staff will clarify program standards related to attendance so students understand participation is a privilege and NOT a right and may be revoked after a specified number of absences or tardiness. In the case of excessive absences, home visits will be conducted to meet with parents/guardians who cannot be reached by telephone.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178909

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Differentiated Instruction: All ACE Curriculum and instruction is adaptable to the academic and developmental needs of students, particularly the individual or small group instruction needs of at risk students. ACE instruction will be developed using a comprehensive and coordinated planning tool called the ACE Activity/Unit and Lesson Plan Worksheets which encompass all ACE and TEKS requirements as well as best practices. All Curriculum and Instruction will be balanced and based upon the campus needs and in conjunction with the **Four-Component Activity Guide adapting instruction to meet the needs of students, particularly the individual or small-group instruction needs of students, where applicable.** Below is a sample of ACE classes with teacher ratios and groupings to be implemented:

Sample Courses	Ratios/Type of Instruction/Grouping	ACE Sample Activities
Academic Support	10:1 Individual Grouping Strategy <input type="checkbox"/> Counting Off <input type="checkbox"/> Common Interests <input checked="" type="checkbox"/> Self-chosen <input type="checkbox"/> Common Tasks <input type="checkbox"/> Other: <u>Tutoring</u>	Power Hour Homework Help adds Hands on Help for Q & A time as students have limited help at home Targeted Tutorials for Grades K-12 hands on approach at mastering tests via small group interventions as parent educational levels do not help at home with primarily Hispanic population. Computer Lab Time will help a rural socially economic community with an opportunity to research for class projects and to stay in touch with family & friends via e-mail Library Time will give students opportunities for students to answer their own questions via research and introduces problem solving and research as homes have limited availability with no public library. Robotics Lego Labs will introduce students to An intricate system of gears and motors which they can use to develop and create the creations in their minds in order to increase STEMS careers. College Tours will combine thematic cultural exposure trips with preparing all students at RISD to eventually matriculate and increase a diploma attainment.
Fine Arts Support	15:1 Small Groups <input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Pairs <input type="checkbox"/> Triads <input checked="" type="checkbox"/> Groups of <u>2 or 3</u> <input type="checkbox"/> Other:	ACE Rock Bands are crash course and introduction to guitar, bass, singing, and drums and a great way to develop student self esteem. Picasso-Arts & Crafts classes encourage students to use their inner creativity to develop various art projects though different means. Karaoke Classes will allow ESL/LEP students a great way to practice language development where students sing the latest radio chart busters and battle against others for the top spots.
Family Support	20:1 Classes/Events <input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Pairs <input type="checkbox"/> Triads <input checked="" type="checkbox"/> Groups of <u>2 or 3</u> <input type="checkbox"/> Other:	Family Fishing will provide Angler Education Program Parks & Wild Life to teach students the importance of fishing and how important it is to be eco-friendly. Veterans Day Celebration combines CSL and a community event as RISD will honor all who have served this great country and produces community pride as there are many veterans in Robstown. Family Science Nights are a great night of science for the entire family to collect all the resources needed to develop their own science fair projects and transferring important cognitive exchanges.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178909

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Family Engagement Specialist (FES) Role: The FES will encourage family/parental involvement in the school and provide ongoing, educational programs to immediate family members, parents/legal guardians of students enrolled in the ACE Program. The Family Engagement Specialist will provide activities that are educational and literacy related and based on need and in collaboration with families involved in ACE. Good oral and writing skills in Spanish and English will be preferred to be successful with Robstown families. The requirement for this position is a Bachelor's Degree in Education or a related field with 3 years of experience. The FES will not just increase participation, but to truly provide well planned activities that are specific to the needs of the family participants. Additional requirements include:

- ✓ Will be a Full-time position (minimum of 20 hours per week) to serve 7 centers
- ✓ Will coordinate with teachers and social workers for similar duties such as PLA, AVID , Open House or Fairs
- ✓ Will collect, analyze and share data related to the needs of ACE families and will document progress
- ✓ Will identify and build relationships with community members, agencies, and vendors to establish ACE
- ✓ Will partner with all sites to support the Family Engagement Component and seek collaborative ventures
- ✓ Will provide components at the ACE Centers that are based on the needs of the ACE family members
- ✓ Will deliver some of the family engagement activities to include ADC Cloud Training and ESL
- ✓ Will attend at least one statewide conference per year to network and improve leadership skills in PTO/PTA
- ✓ Will be charged with supporting and aligning to RISD Parent Involvement programs
- ✓ Will provide print and media resources for families to include health, literacy, parenting and college info

Will assist with all other duties as assigned to help support the overall work of ACE to include home visits

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only.

Family Recruitment: The FES will actively recruit participation and engagement to improve the college bound process through a comprehensive, collaborative, and coordinated approach inclusive of the school, student, family, service providers, and the community. This includes letters, meetings, home visits, flyers, sports events, lunches, special holidays and developing a Parent Council (PC) to assess the overall success of the FES services.

FES Coordination: The FES will coordinate, utilize, track frequency and quality usage of all instructional systems (i.e. ADC Cloud) for academic and enrichment activities with all ACE staff specifically for curriculum, lesson plans, types of family services offered for immediate adult/ family members (parents/ legal guardians) of students enrolled in ACE. The FES will ensure that coordinated services will be educational, literacy related, based on Campus Improvement Plan (CIP) and in collaboration with school staff. Coordination will be on-going and consistent throughout all terms within a year (Fall, Spring, and Summer). One-time events throughout the year will be planned but will not be stand alone events and will link to regular ACE services. For example, Veterans Day will be linked to CSL, honoring our service providers and giving not taking as a primary character model. Coordination includes: **Source: Harvard Family Research**

- **Supporting Families** by focusing on families' assets, considering the concerns and needs of the families and children served, and soliciting family input in workshops, adult education classes, and health/social service support.
- **Communicating and building trusting relationships with families** by communicating frequently and in positive ways, be there for families, provide leadership opportunities for families. Activities will include welcoming family members by name, conducting periodic family orientations; asking current families to help with orientation events.
- **Hiring and developing a family-focused staff** by encouraging and engaging family members and making them feel welcome. ACE will hire staff that have similar backgrounds and can share experiences with the families served while fostering professional development. Activities will include exercise classes, first aid courses, art classes, etc. designed for both family members and staff.
- **Building linkages across individuals and organizations** by partnering with local organizations and including ACE as the means for meaningful family engagement. Activities will include: serving as a liaison between families and schools, provide access to workforce services and child care workshops, on how family members can obtain services their children need, offer to attend parent/teacher conferences and helping family develop advocacy skills.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178909

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities.

Family Engagement Activities for Fall (F) Spring (SP) and Summer (SU)

Service (s)	Schedule	Place	Funds	Needs
Literacy Classes (F)	6-7 PM (TH)	ACE Sites	Supplies	Low literacy rates
ESL Classes (SP)	6-7 PM (M)	ACE Sites	Staff	Lack of English Speaking Parents
Computer Classes (F)	6-7 PM (TU)	ACE Sites	Staff	Lack of Computer Skills
Internet Classes (F/SP)	6-7 PM (TH)	ACE Sites	Partners	No community access<80%
Parenting Classes (SU)	6-7 PM (M)	ACE Sites	Partners	High Discipline Reports
Advocacy Training (all)	Daily as needed	School	Staff	Limited Ed. Understanding
City Parades (F)	Yearly	Community Site	Partners	Low Community Engagement
Veterans Day (F)	Yearly	Community Site	Partners	Low Community Engagement
Open House (F/SP)	B.O.Y.	ACE Sites	Partners	American Dream Challenges
Teacher Confer. (All)	6-7 PM (M)	School	Partners	Low Parent Advocacy
Healthy Cooking (SP)	6-7 PM (TU)	ACE Sites	Food	Underserved Medical Area
Fathering Skills (all)	As needed	School	Supplies	Poor Parenting Skills
Mothering Skills (all)	As needed	School	Staff	Poor Parenting Skills
PBIS Training (all)	Daily as needed	School Day	Partners	Low Community Engagement
College Adm. (all)	Seasonal	Go Center	Staff	Limited Higher Ed. Attainment
Financial Aid (all)	Seasonal	Go Center	Staff	Limited Higher Ed. Attainment
Test Taking Support (all)	As needed	Go Center	Staff	Limited Higher Ed. Attainment
Career Dev. (SP)	6-7 PM (M)	ACE Sites	Partners	Low Community Engagement
Home Buying (SP)	6-7 PM (M)	ACE Sites	Supplies	Enrichment for life skills
Credit Repairs (F)	6-7 PM (TU)	ACE Sites	Staff	Enrichment for life skills
Sewing Classes (F)	6-7 PM (TH)	ACE Sites	Staff	Enrichment for life skills
Horticulture (SP)	6-7 PM (M)	ACE Sites	Partners	Enrichment for life skills
Diabetes Awareness (TBA)	6-7 PM (TH)	ACE Sites	Partners	Underserved Medical Area
Obesity Awareness (F)	6-7 PM (M)	ACE Sites	Partners	Underserved Medical Area
Discipline Classes (all)	Daily as needed	School Day	Partners	Poor Parenting Skills
Teen Support (all)	Daily as needed	School Day	Partners	Poor Parenting Skills
Car Buying (F)	6-7 PM (M)	ACE Sites	Partners	Enrichment for life skills
Thanksgiving Lunch (F)	Yearly	ACE Sites	Food	Low Community Engagement
Job Resumes (F/SP)	6-7 PM (M)	ACE Sites	Partners	High unemployment rates >10%
Dress for Success (F/SP)	6-7 PM (TU)	ACE Sites	Partners	High unemployment rates >10%
Volunteerism (All)	6-7 PM (TU)	ACE Sites	Partners	High unemployment rates >10%
Divorce Recovery (All)	As Needed	ACE Sites	Partners	Reduce Crime Rates
Marriage Classes (SP)	6-7 PM (M)	ACE Sites	Supplies	Reduce Crime Rates
Aerobics (F)	6-7 PM (M)	ACE Sites	Supplies	Reduce Crime Rates
Family Bike Day (SP)	Yearly	Community Site	Supplies	Low Community Engagement
Chess Support (All)	6-7 PM (M)	ACE Sites	Supplies	Enrichment for life skills
Science Night (SP)	6-7 PM (TU)	ACE Sites	Supplies	Enrichment for life skills
Parent Council Training (F)	6-7 PM (M)	ACE Sites	Supplies	Enrichment for life skills
Bullying Classes (All)	6-7 PM (M)	ACE Sites	Partners	Reduce Crime Rates
Graduation Events (SP)	E.O.Y.	School	Food	Limited Higher Ed. Attainment

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation		
County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):
Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For <i>statewide</i> teacher training programs or <i>statewide</i> student instructional programs, refer to the list of private nonprofit school association contacts posted on the <u>Applying for a Grant</u> page.		
Total Nonprofit Schools within Boundary		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0		
Initial Phase Contact Methods		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input checked="" type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other method (specify):
Total Eligible Nonprofit Students within Boundary		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 3		
Check box only if there is no data available to determine the number of eligible students: <input checked="" type="checkbox"/>		
Total Nonprofit Participants		
Total nonprofit schools participating: 0	Total nonprofit students participating: 0	Total nonprofit teachers participating: 0
No nonprofit schools participating: <input type="checkbox"/>	No nonprofit students participating: <input type="checkbox"/>	No nonprofit teachers participating: <input type="checkbox"/>
Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
Participant Consultation: Development and Design Phase Consultation Methods		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input checked="" type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)		
<input type="checkbox"/> How children's needs will be identified		
<input type="checkbox"/> What services will be offered		
<input type="checkbox"/> How, where, and by whom the services will be provided		
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
<input type="checkbox"/> Other (specify):		
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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: XXXXXX N/A

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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